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ABSTRACT

Forty project abstracts constitute this collection, all of them Pennsylvania research and exemplary activities conducted during the 1975-76 fiscal year and supported with part C and D federal vocational funds (Public Law 90-576). Each of the one-page abstracts contains project title, name and address of project director, project dates, amounts of federal and non-federal funding, objectives, list of outcomes, intended audience (population the information will be most useful to), and list of publications or available materials resulting from the project. The following are representative project titles: A Study of Occupational Mobility in Pennsylvania; Job Placement Center; Symposium on Policy Issues in Education for New and Emerging Careers; Home Health Management Aide; Creating a Career: A Prevocational Guidance Program; Follow-Up of Hearing Impaired Graduates; A Video-Tape Pilot Project for Educable Mentally Retarded and Regular Class Students on a Work-Experience Program; Characteristics of Vocational Food Service Teachers and Their Relationship to Teacher Effectiveness; Relationship Between Communication Skills of Young Deaf Adults and Success in Employment; Vocational Education Possibilities in the Petroleum Industry; The Development of the Role of Industrial Arts in Vocational Education; Vocational Education/Special Education Curriculum Integration Workshop for EMR Instructors; and Implementation of the Cluster Concept in Two Vocational Areas in an Area Vocational-Technical School Setting. (JT)

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Pennsylvania's Abstracts of Research and Related Materials in Vocational Education

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PREFACE

Research is valuable only to the extent that it is placed into practice. In an effort to make known the results of completed research activities, the staff of the Pennsylvania Research Coordinating Unit (RCU) for Vocational Education has compiled the following collection of abstracts. This publication contains a complete listing of research and exemplary activities conducted during the 1975-76 fiscal year which were supported with Part C and D federal vocational funds Public Law 90-576.

Publication of abstracts is one method the RCU uses in disseminating research and related results to vocational educators in the Commonwealth. This edition has been improved to include specific information in each abstract for the intended audience and a listing of available materials. Educators are encouraged to request more information and materials for any of the abstracts listed. They are also invited to make full utilization of any findings which may be adaptable to their situation. The best source of information, in most cases, is the project director listed with each abstract. A microfiche copy of each final report is available by contacting the Vocational Education Information Network (VEIN), Department of Educational Media, Millersville State College, Stayer Research and Learning Center, Millersville, Pennsylvania 17551, Telephone: (717) 872-5411, Ext. 552, and requesting the report by the number listed in the upper left-hand corner of the abstract.

We solicit the suggestions and comments on this publication and offer assistance to the extent of our resources to initiate or implement any worthwhile research and related activity.

Carroll A. Curtis

Carroll A. Curtis, Director
Pennsylvania RCU for
Vocational Education

PA051491: CSIU Career Education Institute

John E. Lutz
Central Susquehanna I.U. #16
Lewisburg, PA 17837
(717) 524-4431

$119,527.00 Federal
$ 0.00 Non-Federal
10/1/73 to 6/30/74
7/1/75 to 6/30/76

The original purpose of the project was to plan, develop and test a model of career education curriculum infusion begun in 1973-74.

Objectives

1. Replicate with improvements and expansion the existing specialized in-service training package for teachers, counselors, librarians and other adults who work with the career education of students K-12.

2. Increase the career maturity levels of students K-12 through the implementation of career education activities in the educational domains of vocabulary, knowledge, attitudes and skills, and in the concerns of self, education, career, decision-making, economics and leisure.

3. Support, utilize, coordinate and expand, where applicable, the existing regional community and government resources with school-based programs designed or adaptable to most career development needs of youth.

4. Increase the effectiveness of supportive personnel (guidance counselors, librarians) through utilization of career education consultants.

5. Multiply career education efforts within old and new districts.

Outcomes

1. Increased attention was given to development of career education infused curriculum activities, local district acceptance and commitment and evaluation.

2. Several first-year participants were utilized as "peer trainer/counselor" types to assist with further efforts of implementing career education strategies.

3. Implementation of career education infused curriculum activities was accomplished through a cooperative work effort between the respective teachers and the career education specialist.

4. The subjective evaluation of the project was more conclusively positive than the objective data analysis.

Audience

The resulting information is most useful for guidance personnel and local educators associated with the infusion of career education activities.

Publications and Available Materials

- Final Report.

PA051492: Pre- and Post-Vocational Evaluation Program

Francis L. Gressly
Grove City Area School District
Grove City, PA 16127
(412) 458-8100

$41,110.68 Feder l
$ 0.00 Non-Federal
7/1/75 to 6/30/76

The overall purpose of the project was to provide for the implementation of a personalized, flexible career resource center for approximately 250 court-adjudicated delinquent boys.

Objectives

1. To collect, evaluate and disseminate accurate and relevant career information.
2. To provide assistance to the center's clientele in locating, evaluating and using career information.
3. To help students integrate self-knowledge with relevant career information by providing counseling services.
4. To assist the faculty in integrating information into their instructional activities to support the students' career development.
5. To utilize community, state and federal resources in fostering a better understanding of the relationship of education to work.

Outcomes

1. A staff person has been trained in the use of the Jewish Employment and Vocational Service (JEVS) work-sample system for assessing interest, behavior and performance on factors relating to work capabilities.
2. Students were exposed to a variety of vocational alternatives by implementation of the JEVS system.
3. Career counseling was provided to students in conjunction with use of a career resource center. Counseling was provided in the following areas: (1) job-hunting skills; (2) entry into vo-tech; and (3) job placement.
4. A staff person is receiving training on the establishment of a student youth organization.

Audience

The project activities would be most useful to local guidance personnel and administrators operating or planning programs for students with special needs.

Publications and Available Materials

- Final Report.

PA051493: A Study of Occupational Mobility in Pennsylvania

Edwin L. Herr
The Pennsylvania State University
University Park, PA 16802
(814) 865-3427

$34,354.00 Federal
$ 9,325.00 Non-Federal
7/1/75 to 6/30/76

The study examines the status of the Pennsylvania labor force using 1970 census data and compares it to the status of the labor force of the Commonwealth in 1965. In addition, this study deals with Pennsylvania-generated data in terms of specific occupational clusters (professional, technical and kindred), racial and sex differences among workers and worker migration to the Commonwealth. The data bases demonstrate a time lag because the 1970 census data is the most comprehensive information about the Pennsylvania labor force currently available, and the assumptions of manpower information include an expectation that trends in the labor force are more evolutionary than revolutionary.

Objectives

The general purpose of this study was to examine existing census data available about occupational mobility in Pennsylvania. The data was analyzed to identify existing patterns and to formulate means by which those patterns could be used by students and counselors in occupational/educational choice and planning.

Outcomes

1. In general, the occupations which are increasing in the proportions of the total labor force are those with the highest educational requirements. The demand for workers in occupations requiring minimal or no formal education is decreasing.

2. In-migration to Pennsylvania from other states increased substantially from 1965 to 1970. To a degree, it seems likely that a significant portion of in-migration to Pennsylvania comes from armed forces' retirees. The in-migration suggests a bimodal distribution of persons with regard to educational level.

3. In racial composition, the population of Pennsylvania retained its proportions of whites, blacks and Puerto Ricans from 1965 to 1970.

4. Females increased their participation in the labor force from 1965 to 1970, but the occupations continued to be those traditionally occupied by women.

Audience

The career information guides developed in the project are useful to educational planners, school counselors and students in Pennsylvania.

Publications and Available Materials

- Occupational Mobility in Pennsylvania: An Overview.
- Final Report.
- Information Guide for Student Career Planning.

PA051494: Agricultural Products Processing: A Curriculum Design

Arba L. Henry
Solanco School District
Quarryville, PA 17566
(717) 786-2151

$20,424.00 Federal
$ 5,750.00 Non-Federal
7/1/75 to 6/30/76

The project provided for the development of, and instruction in, an introductory course in agricultural products processing suitable for a comprehensive high school curriculum. Supportive materials were prepared after surveying agricultural firms and making personal contact with the firms' owners or representatives. A craft committee was organized to aid in the development and evaluation of the program.

The course was piloted with 24 students. A pretest/posttest control group design was used to determine course effectiveness.

Objectives

1. To develop an agricultural products processing course for a comprehensive high school to include (1) meats, poultry and eggs; (2) dairy products; (3) fruits and vegetables; and (4) cereal grain foods.

2. To pilot test the above course of study.

Outcomes

1. A field test version of an agricultural products processing course was developed.

2. In the field test, the course was taught five days a week with additional time needed for field trips and special program activities.

3. Analysis of variance results on pretest/posttest scores indicate a significant difference favoring the experimental group.

4. Self-evaluation of the course by the students was positive.

Audience

The resulting materials are useful to agriculture education instructors, especially those involved with teaching off-farm occupations.

Publications and Available Materials

- Final Report.
- Course of Study for Agricultural Products Processing.

PA051495: Health Occupations Advanced Standing and Articulation Pattern Development and Planning

Kristin Nagg
Pittsburgh City Schools
Pittsburgh, PA 15213
(412) 622-3703

$11,231.30 Federal
$ 0.00 Non-Federal
7/1/75 to 6/30/76

The purpose of the project was to plan and develop a Health Assistant/Practical Nursing Articulation Pattern. The program would enable secondary students to enter the practical nursing program at a specific advanced level. The advanced level would reduce the vast duplication and repetitious teaching now required in the separate programs.

Objectives

1. Establish a program coordinating committee composed of faculty members from both the secondary and postsecondary health occupation programs.
2. Develop a correlated practical nursing curriculum based on a hierarchy of objectives.
3. Offer a health assistant curriculum which will provide the graduate with marketable skills as well as postsecondary options.
4. Plan a program to provide educational articulation for the health assistant student and advanced standing placement for career mobility from other health occupations.

Outcomes

The activities in the project were accomplished in workshops involving state health occupations personnel and local faculty. The group developed:

1. A rationale for curriculum change.
2. General curriculum design, learning level experiences and specific objectives for each level.
3. Unit objectives, specific learning activities and a built-in unit evaluation system.
4. Criteria for articulation and advanced placement.
5. Career opportunities as spin-in and spin-off areas of achievement on various curriculum levels.

Audience

The resulting reports and curriculum materials are useful to Health Assistant/Practical Nursing educators and curriculum planners in the health occupation fields.

Publications and Available Materials

- Final Report.
- Practical Nursing Course of Study.
- A Curriculum Revision Plan for Practical Nursing.

PA051496: Job Placement Center

Melvin H. Samuels
Allegheny I.U. #3
Pittsburgh, PA 15212
(412) 321-5700

$36,550.30 Federal
$ 2,500.00 Non-Federal
7/1/75 to 6/30/76

The purpose of these project activities was to pilot test, on a regional basis, the services outlined in the School-Based Job Placement Model, developed by the Pennsylvania Research Coordinating Unit.

Objectives

1. To provide job placement assistance in the form of information and workshops to eligible students and graduates.

2. To provide a listing of up-to-date information on the availability of current part-time job opportunities for high school students and full-time jobs for graduating seniors from the Bureau of Employment Security.

3. To provide a resource for vocational counselors or coordinators of school districts in Allegheny County who have been unable to locate part-time or full-time employment opportunities for their students.

4. To provide a closer working relationship between school counselors and government placement workers to help young people in securing employment that would best fit their talents.

Outcomes

1. Slightly over 90 per cent of the students participating felt that the job information workshop had given them sufficient preparation for entering the world of work. Ratings concerned with job leads and placement were less positive.

2. Students, parents and counselors indicated the need for, and appreciation of, job placement assistance.

3. Difficulties were experienced in coordinating activities with other employment services.

Audience

The resulting information would be most useful for placement personnel or anyone contemplating adding these services to the school program.

Publications and Available Materials

- Final Report.

PA051497: Symposium on Policy Issues in Education for New and Emerging Careers

Thomas F. Powers
The Pennsylvania State University
University Park, PA 16802
(814) 865-7581

$14,262.00 Federal
$ 2,863.00 Non-Federal
7/1/75 to 6/30/76

A symposium was held to explore the policy dimensions of educating for new and emerging careers, thus, developing a basis for continuing discussion by educators and the public. By selecting participants from all spectrums of the academic and industrial world, views were obtained from industry, labor and various educational agencies.

Objectives

1. To consider the roles of school and industry in educational preparation for work in emerging occupations.

2. To consider the relationship between education and subsequent employment.

3. To consider the dangers of "deadend" education and how the educational system is exploitive of students.

4. To consider the need for nonvocational content in all education.

Outcomes

1. Participants noted that job skills change and emphasized the importance of generalized social and intellectual learning.

2. The need to view the students' vocational interest as a motivation to encourage study led to the suggestion of several models of vocational but "generalizable" education. Fuller use of practicum was advocated and the importance of broadly prepared teachers was emphasized.

3. The legal and technical difficulties of increasingly common licensing and of other certification was discussed.

Audience

The resulting information is most useful for educational planners, especially at the policy-making level.

Publications and Available Materials

- Final Report.
  *Hardcopy entitled "Education for Careers: Policy Issues in a Time of Change" is available from: Penn State Press, 215 Wagner Building, The Pennsylvania State University, University Park, PA 16802.

PA051498: A Career Approach to Natural Resource Management in Wildlife and Recreation

Leverne A. Barrett
Conrad Weiser Area School District
Robesonia, PA 19551
(215) 693-3121

$30,266.15 Federal
$ 4,193.64 Non-Federal
7/1/74 to 6/30/76

The activities associated with the project were directed toward the development and piloting of a secondary program to prepare workers in wildlife and recreational management. Strong emphasis was placed on field study and/or "hands-on" experiences. Classroom activities were supplemented with a complete mechanics program. The learning experiences were designed to meet entry-level job skills.

Objectives

1. To survey the wildlife and recreational agencies to determine manpower needs and entry-level competencies.

2. To develop, pilot and evaluate a secondary curriculum for natural resource management in wildlife and recreation.

Outcomes

1. There is genuine student interest in pursuing natural resource occupations.

2. A program in natural resources can change environmental attitudes of participant students while concurrently changing their feelings toward the entire school program.

3. A successful natural resources program in recreation and wildlife can be carried out in two years of study.

4. The natural resource industry strongly supported the program and indicated a need for trained personnel.

5. The program could be used as an alternative educational endeavor for students whose occupational goals are unclear.

Audience

The project's materials are useful to vocational agriculture and/or environmental educators interested in implementing a wildlife and recreational program.

Publications and Available Material

- Final Report.
- Appendices:
  - Recreation Natural Resources Survey Instrument.
  - Letter of Intent to Conduct Survey.
  - Natural Resources Course of Study.

PA051499: Dissemination of Vocational Development Research

Jerome T. Kapes
Lehigh University
Bethlehem, PA 18015
(215) 691-7000

$13,263.00 Federal
$11,114.00 Non-Federal
7/1/75 to 6/30/76

The project represents an extension of several years' previous work on some aspect of a Longitudinal Vocational Development Study. The project activities were designed to deal with two related problems. The first was the dissemination of current research findings in order to have greater immediate impact on vocational counseling and job placement activities. Secondly, attempts were made to find a way to help counselors and job placement personnel in the schools to better utilize research information.

Objectives

1. Conduct mini-studies using previously collected vocational development data.

2. Write brief, easily read, nontechnical monthly reports and mail them to vocational directors, counselors and job placement coordinators.

3. Arrange one-half day visits between project staff and monthly report recipients to discuss relevancy of the research for guidance and placement.

4. Help interested school personnel devise their own studies using available data.

Outcomes

1. Objectives 1 and 2 were accomplished through the development and dissemination of eight project reports during the school year.

2. Accomplishment of objectives 3 and 4 was questionable since no invitations to work with schools were forthcoming. The reasons most often given for a lack of action included (1) too many additional demands upon time; (2) a lack of research interest, orientation or expertise; (3) a lack of the necessary administrative support; and (4) difficulty in translating the research information into program changes.

Audience

The vocational development briefs emanating from the project are useful to counselors and job placement specialists.

Publications and Available Materials

- Final Report (includes single copies of the eight newsletters).

PA051500: Development of a Job Opportunity Based Planning Model for High School Vocational Agriculture Programs

Richard F. Stinson
The Pennsylvania State University
University Park, PA 16802
(814) 863-0443

$50,797.00 Federal
$20,380.00 Non-Federal
7/1/74 to 6/30/76

The purpose of this study was to develop a program model for vocational agriculture high school programs based on job opportunities.

Objectives

1. Develop and test a survey instrument designed to determine the geographic pattern within which graduates of high school vocational agriculture programs seek employment.

2. Develop and test a survey instrument designed to determine jobs and job projections for agricultural businesses within the defined geographic area.

3. Develop a list of job titles, and the duty level competencies required by them, for the jobs identified in the business survey.

4. Describe a model which sequences steps that can be used for establishing or revising a vocational agriculture program based on job opportunities.

Outcomes

1. Occupational survey instruments.

2. Agricultural job competency list.

3. Job Opportunity Based Program Planning for Vocational Agriculture.

Audience

The model will be valuable to schools as they wrestle with competency-based education and accountability. The resulting materials are useful to vocational school administrators, vocational curriculum supervisors and vocational agriculture teachers.

Publications and Available Materials

- Final Report.
- Program Planning Model.

PA051501: Home Health Management Aide

Betty Jane Mincemoyer
Mifflinburg Area School District
Mifflinburg, PA 17844
(717) 966-1063

$21,476.18 Federal
$ 0.00 Non-Federal
9/1/74 to 6/30/76

The project addressed the problem of piloting a training program for home and institutional health aides in a secondary school. The program was designed to interest both male and female students in preparing for health service occupations to meet a manpower shortage.

Objectives

1. To interest students in caring for the sick and handicapped.
2. To help students explore opportunities for a health career.
3. To bring respect and esteem to the profession which ministers to the ill, the aged and handicapped.
4. To show the best way to use and care for equipment in the care of the sick in private homes and/or in institutions.
5. To instruct the proper procedures and routines of all home and institutional care of the sick so that the student feels confident and secure.

Outcomes

1. Student motivation for school and the program increased over time.
2. New teaching techniques were utilized in the program; for example, self-evaluation for a nine-week marking period, value clarification strategies.
3. Nursing procedures and patient care were intertwined with grooming and personal hygiene, world of work, consumer sense, diet and foods, nutrition, teachable hand skills, career possibilities, infant and child care, and money management.
4. The utilization of a team-teaching approach in the program proved most effective in obtaining the desired results.

Audience

The pilot program should be of interest primarily to secondary teachers of the less academically-talented. The program is especially targeted for use by economics and/or nursing instructors.

Publications and Available Materials

- Final Report.
- Course outline.
- Sample lessons.
- Evaluation tools.

PA051502: Creating a Career: A Prevocational Guidance Program

Cathy Lee Dzubak
Hopewell Area School District
Aliquippa, PA 15001
(412) 375-6685

$4,318.25 Federal
$6,500.00 Non-Federal
8/1/75 to 6/30/76

The program was designed to enable students to develop self-awareness and knowledge about the world of work to facilitate realistic career decisions. The program utilizes instructional units that place various job market entrance points on a developmental continuum. Each of the units is expressed in terms of behavioral objectives. The behavioral objectives are subdivided into specific activities tailored to meet the expected outcomes.

Objectives

1. To foster self- and career awareness through programmatic intervention.
2. To provide opportunities for student exploration of all vocational-technical offerings in the area.
3. To develop employability skills in students (resumes, job applications, etc.).
4. To provide opportunities for student investigation of the local job market and employment opportunities.

Outcomes

1. Students in the program more readily sought counselor assistance when making career decisions.
2. While peer group influence continued to be important in career decision-making, students in the program went to numerous additional sources.
3. The process of selecting students for the area vocational school was greatly improved. The selection process was facilitated by improved student awareness of the various vocational programs and its relationship to their career goal.
4. Student evaluations of the program were positive.

Audience

The resulting materials are useful to counselors, especially those charged with helping students select specific vocational programs.

Publications and Available Materials

- Final Report.
- Appendices:
  - Career Exploration Outline.
  - A Model for Career Consultants.

PA051503: Follow-Up of Hearing Impaired Graduates

Gerald W. Powers
Bloomsburg State College
Bloomsburg, PA 17815
(717) 784-2217

$28,080.00 Federal
$ 0.00 Non-Federal
7/1/75 to 6/30/76

The intent of the project was to gather information on hearing impaired graduates and their employers. The information was used to evaluate vocational and academic curricula and plan for future programs.

Objectives

1. To describe the current vocational status of the unemployed hearing impaired in Pennsylvania from 1970-75.

2. To describe the current vocational status of the employed hearing impaired in Pennsylvania from 1970-75 in terms of their vocational adjustment and job satisfaction.

3. To develop a retrieval system for the collection of the data.

4. To organize a consortium made up of staff from residential schools, intermediate units, teacher training institutions and PDE to manage the collection and analysis of data.

Outcomes

1. Many parents claimed their sons/daughters are self-supportive; however, they felt the vocational training was inadequate for today's job market needs.

2. Ninety-five per cent of the employers of the hearing impaired reported they would consider hiring other hearing impaired workers.

3. Hearing impaired workers were rated by their employers as being equally successful at their job as hearing workers.

Audience

The resulting information is useful to special educators and program planners for disadvantaged students.

Publications and Available Materials

- Final Report.
- Appendices:
  - Job Categories.
  - Survey Instruments.

PA051504: Prevocational Education Resource Center

William W. Murphy
Harrisburg School District
Harrisburg, PA 17105
(717) 255-2511

$27,896.40 Federal
$ 9,715.00 Non-Federal
7/1/74 to 6/30/76

The purpose of this project was to design and operate, on a pilot basis, a prevocational resource room for educable mentally retarded middle school children (grades 7 to 9).

Objectives

1. Establish a prevocational resource room for middle school EMR students according to a previously developed design.
2. Diagnose student weaknesses using the PREB, a vocational aptitude test.
3. Design a program to help ameliorate deficiencies.
4. Enable EMR students to become more cognizant of the world of work.
5. Acquaint students with vocational high school training programs.

Outcomes

1. During the first year, monitoring of the instructional program between the sending teacher and the resource room was ineffective.
2. A variety of materials and "hands-on" activities were made available to students.
3. Social behavior of the students, as perceived by the teacher, was improved.
4. EMR students were successful in handling the responsibility of an individualized program without direct teacher supervision.
5. Recommendations were developed to try to overcome the difficulties of teacher acceptance and dissemination.
6. Project funding was discontinued after the second year.

Audience

The center would be of most interest to special education supervisors and teachers of EMR students.

Publications and Available Materials

- Final Report.

PA051505: A Video-Tape Pilot Project for Educable Mentally Retarded and Regular Class Students on a Work-Experience Program

William P. Caci
Hempfield School District
Landisville, PA 17538
(717) 898-2231

$10,213.10 Federal
$ 6,361.10 Non-Federal
1/13/75 to 6/30/76

The purpose of the project was to provide, via video-tape, work-experience students with accurate, objective and immediate feedback on their specific and general performance in particular occupations. Approximately 45 students were involved directly or indirectly with the project. Thirty of the students were classified Educable Mentally Retarded (EMR), 16 of which were males. Of the 15 regular class students involved, nine were males. Juniors and seniors, 16 years of age or older, represented the bulk of the student group; however, five students were sophomores who qualified and were placed on the program.

Objectives

1. To enhance the performance of students in a work-experience program by offering immediate audio and visual feedback of on-the-job performance.
2. To provide a library of realistic, meaningful and permanent video-tapes of students performing in local occupations and businesses.
3. To give occupational education teachers a more precise instructional tool in teaching work-experience and prevocational EMR students.
4. To illustrate to parents, employers and others the performance and degree of involvement of students in the work-experience program.
5. To bolster confidence and self-esteem of students in the program.

Outcomes

The successful accomplishment of the project's objectives were attested to by the demands of students for tapes on a host of additional occupations. The tapes have become a useful tool to enhance self-esteem of EMR students.

Parents who viewed the tapes immediately became receptive to their son/daughter entering the work program. After seeing how other students perform, parents felt somewhat relieved and confident concerning the possible success of their children.

Audience

The video-tapes and supplemental materials are valuable training aids for educators responsible for EMR students. Guidance counselors will also find the tapes especially useful.

Publications and Available Materials

- Final Report.
- Video-tapes (requester must supply blank tape) for numerous semiskilled occupations; for example, warehouse worker, store clerks.
- Complementary instructional materials.

PA051506: Nursing and Auxiliary Nursing Articulation

John W. Bacon
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Butler, PA 16001
(412) 287-8711

$33,020.50 Federal
$ 4,010.00 Non-Federal
3/1/74 to 6/30/74
7/1/75 to 6/30/76

The purpose of the project was to study the problems existing between training institutions and levels of training and to develop a model program that would support a philosophy of articulation.

Objectives

1. To develop a program that would facilitate the upward mobility of nursing and auxiliary nursing personnel in their educational programs making "continuous progress" possible to whatever level his/her ability and motivation will allow.

2. To develop a model for northwestern Pennsylvania that would maximize the efforts of training institutions in preparing nursing and auxiliary nursing personnel.

3. To recommend a procedure for implementing an articulation program that would provide for students the possibility of continuous progress without repetition.

4. To develop a program for continuing education for various levels of health personnel.

5. To develop a proposal of program refinement to permit multiple points of entrance and exit in the career ladder nursing curriculum to submit to the State Board of Nurse Examiners for approval.

Outcomes

1. The basic nursing course was reviewed, behavioral objectives integrated into the curriculum so that articulation would become possible.

2. Health assistant graduates were exempted from the theory part of the basic nursing course.

3. Proposals concerning articulation, curriculum revision and advanced placement have been submitted to the State Board of Nurse Examiners for approval.

4. Direct articulation at the baccalaureate level is marginally feasible at this time because of admission criteria at the four-year institution. Other institutions are being consulted.

Audience

This study would be most helpful for designers and managers of health assistant or nursing programs. The procedures would also be useful for any secondary or post-secondary supervisor or administrator pursuing the concept of articulation.

Publications and Available Materials

- Final Report.

PA051507: Coordination of Secondary and Postsecondary Technical Curriculum

Donald Thomas
Greater Johnstown AVTS
Johnstown, PA 15904
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$3,024.00 Federal
$ 0.00 Non-Federal
7/1/75 to 6/30/76

The purpose of this project was to increase the communication and coordination of programs in order to enhance the articulation of the technologies between a secondary area vocational-technical school and a four-year college.

Objectives

1. Determine entry-level jobs for the levels of training offered at high school, two-year post-high school and four-year applied engineering programs.
2. Analyze course descriptions and curricular outlines for each level.
3. Determine how coordination can be achieved for the maximum benefit of students and institutions.

Outcomes

1. Consideration has been achieved for advanced standing possibilities, although to date a formal agreement has not been finalized.
2. Differences in curricular content and intent were determined and documented.
3. Analysis of the job market indicated greater geographic mobility required from graduates at the higher level.
4. Advantages of a competency base for curriculum were accented for comparative purposes rather than rely on course outlines and descriptions.

Audience

The topic explored in this study would be useful to curriculum coordinators and administrators interested in articulation.

Publications and Available Materials

- Final Report.

PA051508: An Analysis of Selected Personal and Situational Variables and Their Impact on Achievement as an Approach to Measuring the Effectiveness of an Innovation in Distributive Education

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$900.00 Federal
$ 0.00 Non-Federal
3/1/76 to 6/30/76

Pennsylvania was one of the first states to pilot test the competency-based distributive education curriculum developed from the outcomes of a USOE grant. The Interstate Distributive Education Curriculum Consortium (IDECC) developed Learning Activity Packages (LAPS) around the USOE competencies. A LAP includes a pretest, behavioral objectives, related competencies and/or concepts, learning activities, evaluation and posttest. The use of the LAPS represented a large commitment of time, effort and money by the state and preliminary evaluative information was insufficient to support the investment. Thus, the present study was an attempt at providing additional evaluative information for making policy decisions.

Objectives

1. To determine the extent to which LAP use is related to student achievement.

2. To determine the extent to which selected teacher characteristics (e.g., sex, age, experience, etc.) and teacher perceptions toward innovations, when considered simultaneously with LAP use, are related to student achievement.

Outcomes

1. The achievement of distributive education students in comprehensive high schools can be expected to be markedly lower than similar students in area vocational schools.

2. Student achievement would appear to be more related to a teacher's characteristics than whether or not the teacher used LAPS.

3. Student achievement is a multivariate phenomenon.

Audience

The project's results are useful to state and local educators involved with implementing the IDEC system.

Publications and Available Materials

- Final Report.
- Appendices:
  - Competency Test.
  - Survey Questionnaire.

PA051509: Secondary Vocational-Technical Instructional Time Study

James O. Tule
Williamsport Area Community College
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$1,800.00 Federal
$ 60.00 Non-Federal
7/1/75 to 6/30/76

Scheduling secondary students into a central vocational-technical facility from participating school districts presents many logical problems. The problems are compounded when the secondary program is a part of a postsecondary community college.

The secondary vocational-technical instructional services program at the Williamsport Area Community College encompasses 12 sponsor school districts and currently enrolls 1,470 students. The program operates on a two-, six- or nine-week-about system with students spending equal amounts of time at the college and their home school.

The long-range goal of the project was to relate scheduling timeframe variables to issues regarding teacher effectiveness, student attitudes and performance, and other basic educational concepts.

Objectives

The objective of the present effort was to develop and field test a survey instrument to ascertain answers to the aforementioned concerns.

Outcomes

1. A 39-item survey instrument was developed and field tested with 45 subjects representative of the study's population.

2. The following are tentative observations from the field study's results:

   - Most respondents, particularly secondary school staff and students, supported their only or most recent scheduling experience; and many added supporting statements at the end of the instrument.

   - The field test report was presented to the community college's secondary executive advisory committee and received strong support. No additional statements or deletion were recommended for the instrument.

Audience

The instrument developed in the project is valuable to educational planners involved with integrating a secondary vocational program into a community college.

Publications and Available Materials

- Final Report (including the survey instrument).

PA051510: Characteristics of Vocational Food Service Teachers and Their Relationship to Teacher Effectiveness

Margaret Jean Simpson
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(215) 799-2300

$750.00 Federal
$ 0.00 Non-Federal
3/15/76 to 5/31/76

The purpose of the study was to determine the relationship between selected characteristics of current food service teachers and their teaching effectiveness. The criteria of effectiveness chosen were (1) cognitive learning of pupils enrolled in vocational food service programs; and (2) student's estimate of teacher concern. The former was measured with the Pennsylvania Competency Examination for Quantity Foods and the latter with the Student's Estimate of Teacher Concern Test.

Objectives

In order to achieve the project's goal, answers to the following were sought:

1. What were the general characteristics of the food service programs?
2. What were the relationships between the selected teacher characteristics (age, sex, experience, etc.) and teacher effectiveness?

Outcomes

1. The summarized teacher characteristics were age, 38.23 years; industrial experience, 16.02 years; and teaching experience, 5.8 years.
2. No relationship was found between years of industry, experience and student achievement.
3. The variables examined in the study did not yield significant predictability coefficients.

Audience

The information obtained in the project is useful to vocational food service instructors and curriculum planners.

Publications and Available Materials

- Final Report.
- Appendices:
  - Teacher Questionnaire.
  - Student's Estimate of Teacher Concern.

PA051511: Home Health Management Assistant

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Pottsville, PA 17901
(717) 622-3350

$32,125.16 Federal
$ 3,300.00 Non-Federal
7/1/74 to 6/30/76

The purpose of the project was to develop a Home Health Management Assistant Curriculum and clinical experiences. The project would enable secondary students to be trained to provide personal care services to a convalescing patient and the family in the home.

Objectives

1. To demonstrate skill in performing simple nursing tasks commensurate with his/her responsibilities and limitations.
2. To demonstrate knowledge and understanding of the basic principles or functions underlying procedures for patient care in the home.
3. To be empathetic, tolerant and understanding of others within all age groups.
4. To help family members adjust to the changed family situation caused by illness or other emergency.
5. Supervise activities of the children and the family.
6. To provide services which maintain family stability.
7. To assist in all aspects of the care and management of the home.

Outcomes

1. The basic curriculum outline was very good. Instructors found it practical and easy to follow.
2. The Home Health Management Assistant Curriculum should be taught in the 11th and 12th year. The second year should be spent in coop placement under supervision.
3. The number of hours was determined for teaching each subject area and major divisions of the curriculum.
4. The instructors and the advisory committee agreed that students who successfully completed the curriculum would have the necessary competencies for employment in the field.

Audience

The results of the project and curriculum materials are useful to Home Health Management Assistant educators and curriculum planners in the health field.

Publications and Available Materials

- Final Report.

PA051512: A Study of Career Selections

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$28,420.00 Federal
$ 0.00 Non-Federal
7/1/75 to 6/30/76

School guidance programs for the most part either reject vocational guidance activities as inappropriate for the school child or the programs duplicate traditional (job information) activities. Both practices are equally unfortunate and undesirable if one subscribes to the developmental nature of man and accepts what research tells us about human development.

Objectives

The objective of the project was to assess the effect of three guidance intervention procedures in helping 9th grade students select a course of study at an area vocational school. The three procedures used were (1) student interest only; (2) a career development unit; and (3) a commercial audio-visual program.

Outcomes

1. Nearly one-half (247 of 523) of the students selected a different course after participating in a career development unit. The original selection having been based on interest only.

2. Approximately one-third (201 of 523) changed courses after the third intervention; that is, a commercial guidance program.

Audience

The resulting material is most useful to guidance counselors and other educators involved with helping students select an appropriate vocational education course.

Publications and Available Materials

- Final Report.

P:051513: Evaluation of a Vocational Information Delivery System (VIDS)

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$11,510.85 Federal
$ 1,197.00 Non-Federal
7/1/75 to 6/30/76

The study sought to evaluate a vocational information delivery system (VIDS) in terms of occupational interest, career planning, development of career decision-making skills and usage of materials. Specifically, the study utilized a pretest/posttest control group design with a random sample of secondary students. The Ohio Vocational Interest Inventory and the Assessment of Career Development were used to ascertain student differences on the above variables.

Objectives

1. To help students integrate self-knowledge with relevant vocational information to better understand their interests.

2. To determine the effectiveness of VIDS in helping students gain occupational knowledge.

3. To determine the effectiveness of VIDS in students' career planning.

Outcomes

1. VIDS was effective in integrating self-knowledge and career information.

2. VIDS must be coupled with counselor intervention to help students gain occupational knowledge and improve career planning.

Audience

The resulting publication will be useful to counselors and career resource center specialists.

Publications and Available Materials

- Final Report.

PA051514: The Third-Year Evaluation of Two Career Education Projects in Pennsylvania

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$3,542.80 Federal
$ 0.00 Non-Federal
8/1/75 to 6/30/76

The purpose of this project was to prepare an evaluation document for the third year of two career education projects. These projects had received support through federal discretionary funding during each of the three years of operation. Similar evaluation reports were prepared at the conclusion of the first and second years' activities.

Objectives

1. Prepare a document that integrates the evaluations of Pennsylvania's two career education projects into a single report.

2. Provide documentation of commonalities and differences which exist between the two projects.

Outcomes

The third-party evaluator reviewed the written reports of the projects, made on-site field reviews and interviewed staff and participants of the project which resulted in a composite report that provides (1) project descriptions; (2) statements of individual project goals; (3) methodology of each project; and (4) conclusions and recommendations resulting from each project.

Audience

This project report would be useful for anyone planning a K-12 career education project or for any vocational administrator interested in developing a modular curriculum.

Publications and Available Materials

- Final Report.

PA051515: A Vocational Classroom Teacher's "Hands-On" Instrument to Measure Entry and Exit Skills of the Special Education Student for Specific Occupations

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$19,313.00 Federal
$ 0.00 Non-Federal
7/1/75 to 9/30/76

The purpose of this project was to make available for classroom teachers a diagnostic and evaluative instrument that would be valid for special education students.

Objectives

1. To develop a definitive rationale for the design of a "hands-on" instrument by which the vocational classroom teacher could diagnose entry skills and measure exit skills of special education students.

2. To design a "hands-on" instrument based on the above rationale for each of the six to 10 specific occupational areas for which an individualized curriculum would be prepared.

Outcomes

1. A rationale paper was prepared that discusses the assessment of students and the instruments currently in use with students.

2. An inventory of competencies in auto mechanics, auto body, food service, health assisting, data processing, dental assisting and warehousing has been identified and assembled.

3. A task analysis of competencies in food service and auto mechanics was initiated.

Audience

The resulting information would be most useful for administrators and teachers responsible for vocational programs serving special education students.

Publications and Available Materials

- Final Report.

PA051516: A Survey to Determine the Availability and Utilization of Television in the Business Education Programs in Public High Schools in Pennsylvania

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$1,000.00 Federal
$ 0.00 Non-Federal
9/1/75 to 6/30/76

There are many learning aids available to improve instruction, vary classroom procedures and stimulate learning. Television is one of these aids with potential to supplement regular classroom instruction and increase instructional efficiency. The study sought to determine if business education teachers are utilizing television in their instruction.

Objectives

Specific information was requested to answer the following questions:

1. Is enrichment television used as part of regular classroom instruction?
2. Is open-circuit television used to present programs broadcast by educational television stations?
3. Is closed-circuit television used to present specific video-taped course instruction?
4. Is cable television available for transmission of educational programs into the school system?

Outcomes

1. There was a lack of television utilization by business teachers in spite of its accessibility.
2. The most common cited piece of television equipment supplied for classroom use was the receiver. Few business teachers have other equipment such as video-tape recorders and cameras available to them at all times.
3. There appear to be two limiting factors to greater use of television: (1) the slight relationship of program material to the classroom concerns and (2) inconvenient scheduling.

Audience

The information is useful to television programming personnel, business educators and instructional media services personnel.

Publications and Available Materials

- Final Report.
- Appendices:
  - Transmittal and Follow-Up Letters.
  - Questionnaire.
  - Television Schedules and Programming Guides.

PA051517: An Investigation of Proprietary Vocational Education as an Alternative to Public Supported Vocational Training in Automotive Mechanics for Secondary Students

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$34,926.00 Federal
$ 0.00 Non-Federal
7/1/75 to 6/30/76

One of the most popular vocational trade areas is auto mechanics. These programs have had serious overcrowding problems even before the recent and proposed influx of additional students. Most auto mechanics programs usually have three to five or more student applicants for each existing work station. Thus, only a very select group of students are able to realize their goal. Unsuccessful applicants must select another vocational program (usually one with little interest to them) where openings may exist.

Objectives

In order to achieve the project's goal, answers to the following were sought:

1. Do secondary students in a proprietary training center attain as much automotive mechanics knowledge as their area vocational-technical counterparts?
2. What is the effect of the proprietary training center on secondary students' work values?
3. What are the problems associated with secondary students being enrolled in a proprietary school?

Outcomes

1. The students in the proprietary vocational school performed as well as or better than their counterparts at the area vocational-technical school.
2. Students at the proprietary school valued variety in their work significantly more than students at the AVTS.
3. Students at the proprietary school valued independence in their work less than students at the AVTS.
4. Achievement in work was valued less by the students in the proprietary school.

Audience

The resulting information is most useful to vocational program planners seeking alternative vocational programs to accommodate more students.

Publications and Available Materials

- Final Report.

PA051518: Comparison of Hearing Impaired to Hearing Graduates on the High School Graduate Follow-Up Career Survey

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$295.00 Federal
$ 0.00 Non-Federal
12/1/75 to 6/30/76

Follow-up studies of deaf adults are by no means a new phenomenon. For years educators of the hearing impaired have been concerned about the postsecondary activities of their graduates. Many residential schools for the deaf have been and continue to conduct follow-up studies of their graduates. Information is collected on present status, salary distribution, types of employment, methods used to obtain employment and other relevant questions. The studies have also helped to evaluate the strengths and weaknesses of vocational programs.

Objectives

The general purpose of the study was to compare hearing impaired with hearing graduates from 1974 on the High School Graduates Follow-Up Career Survey.

Outcomes

1. About 71 per cent of the hearing impaired graduates (N=15) and 61 per cent of the hearing graduates (N=9,720) were employed full time.

2. Over 50 per cent of the hearing impaired graduates (N=18) began work immediately after high school.

3. Approximately 50 per cent of the hearing impaired graduates (N=16) could not find a job in the field for which they were trained.

Audience

The resulting information is useful to educational planning personnel, especially those associated with vocational education.

Publications and Available Materials

- Final Report.
- Appendix:
  - Follow-Up Career Survey Form.

PA051519: Relationship Between Communication Skills of Young Deaf Adults and Success in Employment

Evelyn Blewitt
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(717) 344-9551

$300.00 Federal
$ 0.00 Non-Federal
12/1/75 to 6/30/76

Communication is the basis for all learning and social interaction. When there is a breakdown in the ability to communicate, many important aspects of a person's functioning are greatly affected. When deafness occurs at birth or in early childhood, a severe communication handicap results. The extent of the disability depends upon the degree of hearing loss, the type of loss, the age of onset, time and quality of intervention, and any other handicaps present. In turn, the deaf person's social and vocational status is dependent upon the successfulness of his attempts to overcome his handicap.

Objectives

1. To determine the relationship between job success of young deaf workers as measured by the Employer Survey and their communication skills as rated by trained interviewers.

2. To determine the relationship between the job success of young deaf adults and hearing workers as measured by the Minnesota Satisfactoriness Scales.

Outcomes

1. The degree of communication skills in young deaf adults was not significantly related to their success in employment as measured by the aforementioned instruments.

2. Hearing impaired workers' skills in using speech had little or no relationship to the successfulness of their employment.

3. Deaf workers were rated by their employers as being equally successful at their jobs as hearing workers.

Audience

The resulting information is most useful to job placement, guidance, instructional and other educational personnel involved with hearing impaired young adults.

Publications and Available Materials

- Final Report.
- Appendices:
  - Educational History Form.
  - Permission to Interview.
  - Student Questionnaire.
  - Employer Survey.

PA051520: Vocational Education Possibilities in the Petroleum Industry

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Bradford Area High School
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(814) 362-3845

$9,989.08 Federal
$1,252.50 Non-Federal
1/1/76 to 6/30/76

The study and pilot program were undertaken in an attempt to comply with a request from petroleum industry representatives to determine the feasibility of instituting a training program. The major aim was to investigate the possibilities, identify the favorable aspects and deal with problems which might impede the development of the project.

Objectives

1. To determine and list the actual employment opportunities for trained oil field personnel.
2. To determine the necessary competencies for the modern oil field mechanic.
3. To determine the necessary facilities, tools and equipment for the program.
4. To identify possible cooperative employment/placement of senior students.
5. To survey students and determine interest in a petroleum industry training program.

Outcomes

1. Interest existed among oil producers and related industries in the creation of a petroleum course.
2. A petroleum course was feasible as a vocational offering on a secondary level.
3. Employment opportunities are available at the present rate of production activity.
4. Students exhibited sufficient interest to warrant the installation of a petroleum course.
5. Necessary tools, equipment and facilities were determined for the course.

Audience

The resulting information and materials are most useful for vocational education planners, especially those involved with curriculum decisions.

Publications and Available Materials

- Final Report.
- Appendices:
  - Tools and Equipment Lists.
  - Introductory Oil Production Course Outline.
  - Student Evaluation Questionnaire.

PA051521: Vocational Language Project for Secondary Trainable Mentally Retarded

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$6,135.00 Federal
$ 0.00 Non-Federal
1/1/76 to 6/30/76

In assessing the educational programs for the secondary trainable mentally retarded (TMR) population, a need existed for a relevant language program to coexist with an established vocational program. The project was designed to meet the apparent need.

The project was carried out in three phases: (1) observation of vocational programs; (2) testing of concepts needed in vocational areas; and (3) experimental teaching of the concepts. Twenty-five secondary TMR students from a state school participated in the project.

Objectives

1. To analyze skill tasks in a vocational training facility as related to communication skills needed for initial entry and/or continuation in training program or job.

2. To develop, train and integrate functional vocabulary into vocational training programs for TMR students.

Outcomes

1. The project demonstrated a relationship between acquisition of vocational skill and language (concept) development.

2. The concept module approach proved effective in terms of progression of a given skill area, providing for specificity of elements in task areas and enabling exploration of generalizability of concepts for TMR students.

Audience

The resulting materials are useful to vocational and special education instructors involved with providing TMR students with occupational skills.

Publications and Available Materials

- Final Report.
- Appendices:
  - Modified Language Acquisition Program (Draft).
  - Concept Tests.
  - Task Analyzes (Carpentry, Woodworking, Auto Body).
  - Concept Modules.

PA051522: A Study Comparing Typewriting Achievement of Students Attending Class Three and Five Days a Week in Beginning Typewriting at the Community College Level

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(215) 799-2121

$525.00 Federal
$ 0.00 Non-Federal
7/1/75 to 6/30/76

Teachers and students have traditionally come to expect five days a week in a college typewriting classroom. Questioning this traditional pattern of teaching arises because three credit hours (not five) are usually granted for five class hours of beginning typewriting work.

Objectives

1. To determine whether beginning typewriting on the community college level should be taught in a five-day-a-week or in a reduced three-day-a-week pattern.

2. To determine the relationship existing between the achievement level in beginning college typewriting and selected student characteristics; that is, locus of control, cloze reading comprehension, tapping aptitude, previous typewriting instruction, college major, typewriter ownership, age and sex.

3. To determine the interaction among achievement in college typewriting, student characteristics and patterns of scheduling instruction (three versus five day).

Outcomes

1. Beginning college typewriting was as effective with three hours a week in-class and out-of-class assignments as with five hours a week in-class and no out-of-class assignments.

2. The production and straight copy achievement of students who typed assignments out of class did not differ from those who typed assignments in class.

3. The student variables examined in the study were not found to be predictive of achievement in beginning college typewriting.

4. The best predictors of success in beginning college typewriting were gross words per minute and production points scored on a manuscript, a tabulation and a letter. These scores were obtained through a pretest administered immediately following the introduction of the alphabetic keyboard.

Audience

Typing teachers should find the study most beneficial, especially if curriculum revision is under consideration. Authors of beginning college textbooks should review the study in terms of alternative instructional procedures.

Publications and Available Materials

- Final Report.

PA051523: The Development of the Role of Industrial Arts in Vocational Education

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$22,932.50 Federal
$ 0.00 Non-Federal
3/1/76 to 9/30/76

The main purpose of the project was to determine the most effective means to offer a legitimate industrial arts program with a prevocational emphasis. The program was enriched with a systematic coverage of occupational information, prevocational skill development, career exploration and guidance.

Objectives

1. To assist individuals with making informed and meaningful occupational choices.

2. To prepare individuals for enrollment in advanced or highly skilled vocational-technical education programs.

Outcomes

1. Curriculum unit development was limited to the approved (Pennsylvania Department of Education) industrial arts education clusters; that is, power technology, visual communications and industrial materials.

2. The units were developed cooperatively between industrial arts instructors in the above clusters and vocational-technical instructors in related occupational areas. Guidance counselors also provided input where appropriate.

3. The curriculum units will be field tested in the 1976-77 school year.

Audience

The resulting materials and information will be useful to industrial arts instructors and curriculum coordinators with responsibility for articulating junior high school programs with secondary vocational-technical programs.

Publications and Available Materials

- Final Report.
- Appendices:
  - Sample of Materials Used During the Development of Curriculum Used in the Industrial Arts Project.
  - Guidelines for Individualized Career Exploration Sequence with Selected Sample Forms.
- Sample Activity Guides (Draft Copies):
  - Industrial Materials Cluster (Carpentry, Masonry, Plumbing, Machine Shop).
  - Power Technology Cluster (Electricity, Auto Mechanics).
  - Visual Communications Cluster (Drafting and Design, Graphic Arts).

PA051524: Attitudes of Pennsylvania Vocational Educators Concerning Sex Role Changes and Resulting Program Implications

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$1,000.00 Federal
$ 0.00 Non-Federal
4/15/76 to 6/30/76

The purpose of this study was to examine the sex role attitudes of vocational educators and their stated beliefs about their own sex role orientation.

Objectives

1. To determine the relationship between sex role attitudes of vocational educators and their stated beliefs about their own sex role orientation.

2. To test null hypotheses--Hypothesis 1: There will be no statistically significant difference between sex role orientation and sex role attitudes. Hypothesis 2: Regardless of sex role orientation, there will be no statistically significant difference between men's and women's sex role attitudes.

Outcomes

1. Stereotyped sex roles limit student's development in both career and personal expectations.

2. No statistically significant differences between the sex-typed individual and the synergistic individual (possesses both masculine and feminine characteristics) with regard to their attitudes about familial roles, social change as related to sex roles and the effects of the changing role in the classroom and world of work.

3. Sex-typed and synergistic individuals did differ in their attitudes toward extrafamilial roles and male/female nature and behaviors.

4. Women regardless of sex role orientation level were significantly more nontraditional in their sex role attitudes.

5. Males and females differed the most in their attitudes about male/female nature and behaviors.

6. Men and women have very similar attitudes concerning the roles of individuals in the family.

Audience

The report is useful to vocational administrators, teachers, pupil personnel service personnel, school superintendents and college administrators.

Publications and Available Materials

- Final Report.

PA051525: Vocational Education/Special Education Curriculum Integration Workshop for EMR Instructors

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(215) 378-1671

$8,516.00 Federal
$8,100.00 Non-Federal
7/1/75 to 6/30/76

Communications needed to be established between special education and vocational-technical educators working with EMR students. The communications were necessary in order to increase the mutual awareness of the two groups about their programs. The increased awareness, hopefully, would result in the development of more relevant academic/vocational programs for the EMR student.

Objectives

1. To provide the special education instructors with an awareness of what is being taught within SMILE Park.
2. To provide the vocational-technical instructors with an awareness of what is being taught within the special education classes.
3. To provide an interactive environment for special education and vocational-technical instructors to develop supportive curricula for EMR students.

Outcomes

1. Small and large group brainstorming sessions were highly valuable.
2. Video-tape materials are a viable tool for special education students.
3. The sessions on career guidance appeared to be relevant for the classroom teacher.
4. Ongoing communication channels and needs assessment should be continued between the two groups.

Audience

The report is useful to vocational and special education leaders with responsibilities for in-servicing teachers in the two aforementioned groups.

Publications and Available Materials

- Final Report.

PA051526, PA051527, PA051528: School-Based Job Placement Service Model

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$44,142.29 Federal
$ 5,621.00 Non-Federal
7/1/73 to 6/30/76

$47,782.08 Federal
$ 9,874.00 Non-Federal
1/1/74 to 6/30/76

$39,914.62 Federal
$ 0.00 Non-Federal
1/14/74 to 6/30/76

These projects were the culmination of a three-year effort to establish school-based job placement centers. The prime goal of each project was to place graduates in jobs related to their training. Other associated activities were (1) helping students develop adequate job-hunting skills; (2) conducting follow-up studies; and (3) gathering feedback information.

Objectives

1. Provide placement and follow-up services to vocational-technical students.
2. Provide all youth exiting school with employability skills (resume preparation, job-seeking skills, etc.).
3. Maintain lines of communication with the Bureau of Employment Security and industry to facilitate the successful entry of youth into the labor market.

Outcomes

1. Placement and follow-up activities provided a focal point for professionals and paraprofessionals to begin instituting program changes.
2. Data from the projects indicated several areas where program cost could be cut.
3. Placement data was very useful input for advisory committee meetings.
4. Graduates who received placement services helped future graduates find jobs by contacting school personnel.

Audience

The resulting information is useful to counselors, especially those having responsibility for job placement.

Publications and Available Materials

- Final Reports.

PA051529: Implementation of the Cluster Concept in Two Vocational Areas in an Area Vocational-Technical School Setting

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$44,796.00 Federal
$12,000.00 Non-Federal
7/1/74 to 6/30/76

The project's intent was to revitalize the vocational education program by implementing a curriculum usable in an area vocational school setting. The project utilized a cluster curriculum to prepare students for a technological society which is ever changing and requires a variety of skills in a cluster of occupations.

Objectives

1. To provide skill development in the graphic/communications and metals cluster.
2. To provide a flexible cluster curriculum to enable a student to choose an area of specialization after completing the competencies in all the trade areas within a cluster.
3. To provide career-enhancing experiences by decreasing time periods needed for training programs.
4. To teach more student-relevant skills in a variety of occupations through individualized instructional programs.
5. To provide job placement services for senior cluster students.

Outcomes

1. The cluster program has been an unqualified success.
2. The cluster program has eliminated the negative aspects of "locking students in" to one particular area with little opportunity for later change.
3. The exploration shortens the specialization from three to two years without sacrificing necessary salable skills.
4. The cluster program has enhanced student placement.

Audience

The resulting information is useful for vocational educators and planners seeking to implement innovative skill programs.

Publications and Available Materials

- Final Report.

PA051530: Vocational Education Curriculum Center for Pennsylvania

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$164,518.00 Federal
$ 43,230.00 Non-Federal
7/1/73 to 6/30/76

The purpose of this project was to maintain and extend the Pennsylvania's Vocational Education Information Network at Millersville State College. Activities focused on dissemination of curriculum information and materials in all areas of vocational education to state and local education personnel.

Objectives

1. Locate, process and store curriculum materials for efficient retrieval.
2. Disseminate curriculum materials restricted and not restricted by copyright to vocational, adult and career educators in usable form at no cost.
3. Plan and conduct workshop to modify attitudes of local school personnel towards adoption of new instructional programs.
4. Develop and administer evaluation procedures to priority rated curriculum materials.

Outcomes

1. A total of 178 curriculum guides were purchased and used by staff and for distribution to users.
2. Curriculum materials were delivered to 588 requestors.
3. Presentations on center services utilization of resources were made to more than 1,000 educators and students.

Audience

The center's services are most useful to educators with responsibilities of developing and implementing curriculum products in the school.

Publications and Available Materials

- Final Report.
- Available curriculum products.

PA051531: An In-Service, Preservice Vocational Development Strategy

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(717) 532-9121

$132,125.80 Federal
$ 32,793.00 Non-Federal
7/1/73 to 6/30/76

The project was funded to develop an interaction strategy for career education by involving a state college, a local school district and a state department of education. The interaction was utilized to demonstrate how in-service and preservice teachers can work together in conjunction with other consultants and appropriate agencies that influence vocational development.

Objectives

1. To create a meaningful, ongoing effort between collegiate, state and local educational agencies in expanding career education to meet the needs of children.

2. To provide students with an understanding of their own values, interests and abilities including their career roles.

3. To provide intensive career guidance and counseling for all students.

Outcomes

1. The participant workshops were rated as worthwhile and an excellent springboard for further discussion and activities.

2. The "awareness" activities proved effective in reflecting an accurate picture of a child's self-concept.

3. The senior intern program proved to be a rewarding experience for all concerned.

Audience

The resulting information is most useful to educators with responsibilities for implementing career education and vocational development activities in the classroom.

Publications and Available Materials

- Final Report.